Patterson High School

Teacher: Megan Nichols Lesson Date: Wednesday, November 16th

Subject: Psychology Unit Title: Lifespan and development

|  |  |  |  |
| --- | --- | --- | --- |
| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)*  **CLG Two for unit 2: Cognitive and emotional development (2 days, one lesson and one of experiment design)** | | **Agenda:** *(What is the snapshot of my class flow?)* | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  (3 days) Students will be able to summarize the cognitive development theory and evaluate how Baltimore city kindergarten classrooms could respond to meet child’s developmental needs  Key Points:   1. Children think differently than adults in many ways; children form their own hypotheses about the way the world works. 2. Jean Piaget made large advancements in developmental psychology; according to him, intelligence, or the ability to understand, develops gradually as the child grows 3. Understanding the world involves the construction of schemas, or mental representations of the world. Everyone constructs intellectual schemas, applying them and changing them as needed -assimilation and accommodation🡪infant block stacking example and Monsters, Inc. example 4. (WHY)—children that are exposed to many different new experiences can develop more schemas, are used to assimilating and accommodating, etc. This is a critical part of development. | | | |
| TIME | INSTRUCTIONAL SEQUENCE | |  |
| 30 mins | **Get started/Drill/Do Now/Evaluate previous lesson:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Rating of terms related to infancy—how well do we know each of these topics on a scale of one to 5, one being low understanding and 5 being high understanding?  Review 5 mins for mini assessment on babies.  Mini-assessment on babies: fifteen mins to take; then will grade as a class. | | * Rate knowledge and assess last CLG |
| 5  mins | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Memory practice activity. | | * Demonstrate/review activity |
| Fifteen mins | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Teacher will use PP presentation to lead students to the day’s key points. (see attached slides). Students will record outline notes in their journals and make predictions and connections throughout the presentation to their own lives and previous material (memory) | | |  |  | | --- | --- | |  |  |  * Lecture with Guided Notes |
| Fifteen mins | **Practice as Class:** (”We do”/guided practice/teacher involved.)  Trashketball: CFU on the day’s key points.  Transition and discuss the implications of schemas. | |  |
| Fifteen mins | **Practice as Pairs/Groups:** *(“You do”/teacher monitors and facilitates.)*  Teacher will present the following jobs and ask students to visualize and then describe people that hold those positions.   * Chemistry professor at a large university * Inmate * Gold digger * Nurse * Engineer * Professional basketball player   Think-pair-share on each of the descriptions. Teacher will facilitate discussion on how we obtained these images of these people; was it assimilation or accommodation? Or both? What does it tell us about schemas? Does this make us judgmental people? Or bad people? Or is this just the way our brains naturally work? | | * Solve Similar Problems |
| 5 mins | **Practice Alone**: *(“You do”/teacher monitors and facilitates.)*  Reflection on activity in journals—how did you feel when reviewing your responses to the prompts? What role have schemas played in your development? What other schemas do you think play a big role in your life, at Patterson, in Baltimore, in the world? | | * Reflection |
| Ten mins | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Discuss writings as a class; student lead.  Students will analyze the role that schemas can play in our lives by responding to the following prompt:  *BOTTOM LINE: Do you believe schemas are more helpful or more hurtful in human society? Explain.*  Share out at completion; teacher will also collect and respond to students responses and will return the following day. | | * Discussion + Writing Sample |
| 4 mins | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  Why it matters with timer and/or ball toss.  Homework: interview someone about a certain schema—simply ask them to describe the beach, a nurse, etc. Do this three times, record it and be prepared to share tomorrow. | | * Student Reflection Activity + explain homework |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Coach class @ lunch and after school for re-mastery + homework to encourage further thinking on schemas | | * Tutoring * Individual Assignment |

|  |
| --- |
| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  PP slides, mini assessment, scratch paper |
| **Notes:** |

# Post-Lesson

|  |
| --- |
| **Reflection:** |
| **Next Steps:** |